

L W CONDER ELEMENTARY

8040 Hunt Club Road
Columbia, SC 29223

GRADES PK-5 Elementary School

ENROLLMENT 633 Students

PRINCIPAL Shirley Watson 803-736-8720

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	43	51	4	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	Yes
2004	Good	Unsatisfactory	Yes

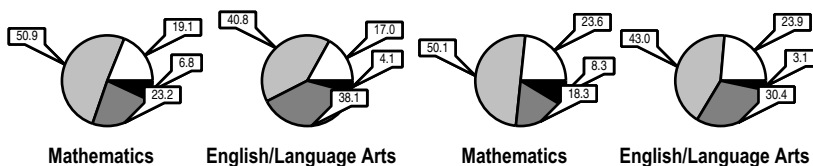
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

59.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	319	99.7	16.4	41.1	38.4	4.1	52.1	Yes	Yes
Gender									
Male	152	100.0	21.8	44.4	31.7	2.1	42.3		
Female	167	99.4	11.3	38.0	44.7	6.0	61.3		
Racial/Ethnic Group									
White	28	100.0	15.4	38.5	34.6	11.5	57.7	I/S	I/S
African-American	235	100.0	14.7	44.2	38.2	2.8	52.1	Yes	Yes
Asian/Pacific Islanders	11	100.0	9.1	18.2	63.6	9.1	72.7	I/S	I/S
Hispanic	43	100.0	29.7	29.7	35.1	5.4	43.2	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	295	99.7	12.9	41.7	41.0	4.4	55.7		
Disabled	24	100.0	61.9	33.3	4.8	0.0	4.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	319	99.7	16.4	41.1	38.4	4.1	52.1		
English Proficiency									
Limited English Proficient	28	96.4	45.5	40.9	13.6	0.0	13.6	I/S	I/S
Non-Limited English Proficient	291	100.0	14.1	41.1	40.4	4.4	55.2		
Socio-Economic Status									
Subsidized meals	244	99.6	17.6	44.8	33.9	3.6	48.0	Yes	Yes
Full-pay meals	75	100.0	12.7	29.6	52.1	5.6	64.8		

Mathematics - State Performance Objective = 15.5%									
All Students	319	100.0	19.1	50.9	23.2	6.8	45.1	Yes	Yes
Gender									
Male	152	100.0	20.4	52.1	21.8	5.6	40.1		
Female	167	100.0	17.9	49.7	24.5	7.9	49.7		
Racial/Ethnic Group									
White	28	100.0	11.5	38.5	30.8	19.2	61.5	I/S	I/S
African-American	235	100.0	19.8	52.5	22.6	5.1	42.9	Yes	Yes
Asian/Pacific Islander	11	100.0	9.1	27.3	36.4	27.3	81.8	I/S	I/S
Hispanic	43	100.0	21.6	56.8	18.9	2.7	35.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	295	100.0	15.8	52.2	24.6	7.4	47.8		
Disabled	24	100.0	61.9	33.3	4.8	0.0	9.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	319	100.0	19.1	50.9	23.2	6.8	45.1		
English Proficiency									
Limited English Proficient	28	100.0	39.1	43.5	13.0	4.3	30.4	I/S	I/S
Non-Limited English Proficient	291	100.0	17.4	51.5	24.1	7.0	46.3		
Socio-Economic Status									
Subsidized meals	244	100.0	22.5	52.7	20.7	4.1	39.2	Yes	Yes
Full-pay meals	75	100.0	8.5	45.1	31.0	15.5	63.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	111	100.0	16.8	40.6	40.6	2.0	42.6
	Grade 4	118	100.0	15.5	40.8	39.8	3.9	43.7
	Grade 5	90	98.9	31.7	43.9	24.4	N/A	24.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	109	100.0	11.0	36.7	44.0	8.3	52.3
	Grade 4	103	99.0	13.9	37.6	47.5	1.0	48.5
	Grade 5	107	100.0	22.4	46.7	28.0	2.8	30.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	111	100.0	16.8	46.5	27.7	8.9	36.6
	Grade 4	118	100.0	13.6	49.5	19.4	17.5	36.9
	Grade 5	90	100.0	31.7	48.8	17.1	2.4	19.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	109	100.0	21.1	56.9	18.3	3.7	22.0
	Grade 4	103	100.0	13.7	40.2	35.3	10.8	46.1
	Grade 5	107	100.0	22.4	55.1	15.9	6.5	22.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 633)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.1%	Up from 1.7%	3.4%	2.7%
Attendance rate	96.4%	Down from 96.5%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.7%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%		3.6%	3.5%
Eligible for gifted and talented	18.3%	Up from 17.7%	11.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.5%	Down from 4.0%	9.6%	8.2%
Older than usual for grade	1.1%	Up from 1.0%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 49)				
Teachers with advanced degrees	49.0%	Down from 51.0%	47.7%	51.4%
Continuing contract teachers	75.5%	Down from 77.6%	88.2%	87.5%
Highly qualified teachers**	100.0%	N/A	96.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	78.6%	Down from 80.6%	86.7%	86.7%
Teacher attendance rate	94.3%	Down from 95.3%	94.5%	94.9%
Average teacher salary	\$39,189	Up 1.8%	\$39,918	\$40,760
Prof. development days/teacher	9.9 days	No change	13.2 days	12.4 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 19.3 to 1	18.5 to 1	18.9 to 1
Prime instructional time	89.5%	Down from 90.6%	89.4%	90.0%
Dollars spent per pupil*	\$6,735	Up 3.2%	\$5,852	\$6,044
Percent of expenditures for teacher salaries*	73.1%	Up from 70.1%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	93.4%		92.0%	
Highly qualified teachers in high poverty schools**	95.7%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Conder Elementary School, a nationally recognized Blue Ribbon School of Excellence, a Flagship School of Promise, a state recognized Red Carpet School and an Exemplary Writing School, continues to build on its tradition of excellence through the professional dedication of the teachers, administrators, students and parents. Conder is privileged to have a population that is both culturally and economically diverse. This diversity makes our school unique and provides many learning experiences and opportunities for our students and staff such that our students are better prepared to live in our ever-changing world. Our mission is to empower every student with a solid foundation for life-long success by providing opportunities that promote achievement and excellence through a positive partnership with home, school, and community.

As the Conder Koalas, we emphasize a Koala-ty (quality) differentiated instructional program based on the SC curriculum standards. Students benefit from our small student/teacher ratio and are instructed in a high-quality reading program, discovery-based science curriculum, hands-on math activities, integrated writing program, and technology instruction. Our students participate in additional Koala-ty activities such as: Honors Chorus, Beta Club, Girl Scouts, PowerPoint Club, Book Buddies, Book Clubs, Table Talkers (with our Rotary Club mentors), and before-and after-school academic assistance programs. Additionally, we offer year-round day care through Koala-ty Care and Camp Koala.

Conder is very fortunate to have two state-of-the-art computer labs, two Reading Recovery teachers, a Spanish teacher, a Curriculum Resource Specialist, the HOSTS (Helping One Student to Succeed) volunteer program, and the Foster Grandparent program. Classroom libraries and the school media center are kept updated to support the comprehensive reading program.

Family education has been made a high priority due to the importance of early literacy and family involvement as keys to school success for students. This positive family education includes quarterly family education sessions, Family Reading Night, Portfolio Night, Science/Technology Night, and Math Night—to name a few.

Students gave back to the community through service learning projects such as Jump Rope for Heart, the Governor's Cup marathon, Pennies for Patients, and nursing home visits.

Through the collaborative efforts of the school, parents, business partners, and other community members, coupled with a strong, ongoing professional development program, we will continue our effort to reach the ultimate goal of providing a Koala-ty (quality) education to all of our students, achieving excellence at every level.

Shirley Watson, Principal
Bruce Michalski, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	50	104	68
Percent satisfied with learning environment	82.0%	89.2%	86.6%
Percent satisfied with social and physical environment	98.0%	89.3%	79.1%
Percent satisfied with home-school relations	70.0%	92.3%	77.6%

*Only students at the highest elementary school grade level at this school and their parents were included.